DOCUMENT RESUME

ED 286 677 RC 016 397

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TITLE	Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
INSTITUTION	Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Oct 78
GRANT	G007605052; G007605225
NOTE	36p.; For related documents, see ED 142 752, ED 142 756, ED 142 762, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Development; Program Guides; *Resource Materials; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS	*Facilitators; *Rural America Series

ABSTRACT

To have an effective career guidance and counseling program, it is necessary to know and use pertinent resources. This module provides facilitator guidelines for training staff in the use of three "Rural America Series" handbooks: (1) "Resource Assessment" which depicts a major step in the planning process, (2) "Career Guidance Resources" which contains abstracts of material and program resources, and (3) "Desk Reference" which presents ideas relating to program implementation and answers to career guidance questions presently asked of counselors. The module considers types of resources (material, human, facilitative, and organizational); how to identify local resources through personal knowledge, the telephone directory, other directories, and various local organizations; and how to develop a systematic resource management system. Techniques used to present these concepts and resources include large group presentation, simulation, and discussion. A module overview, detailed facilitator outline, and sample participant materials and transparency masters are included. (NEC)

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ED 286677

MODULE FIVE

Research and Development Series No. 149F

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE V: RESOURCES

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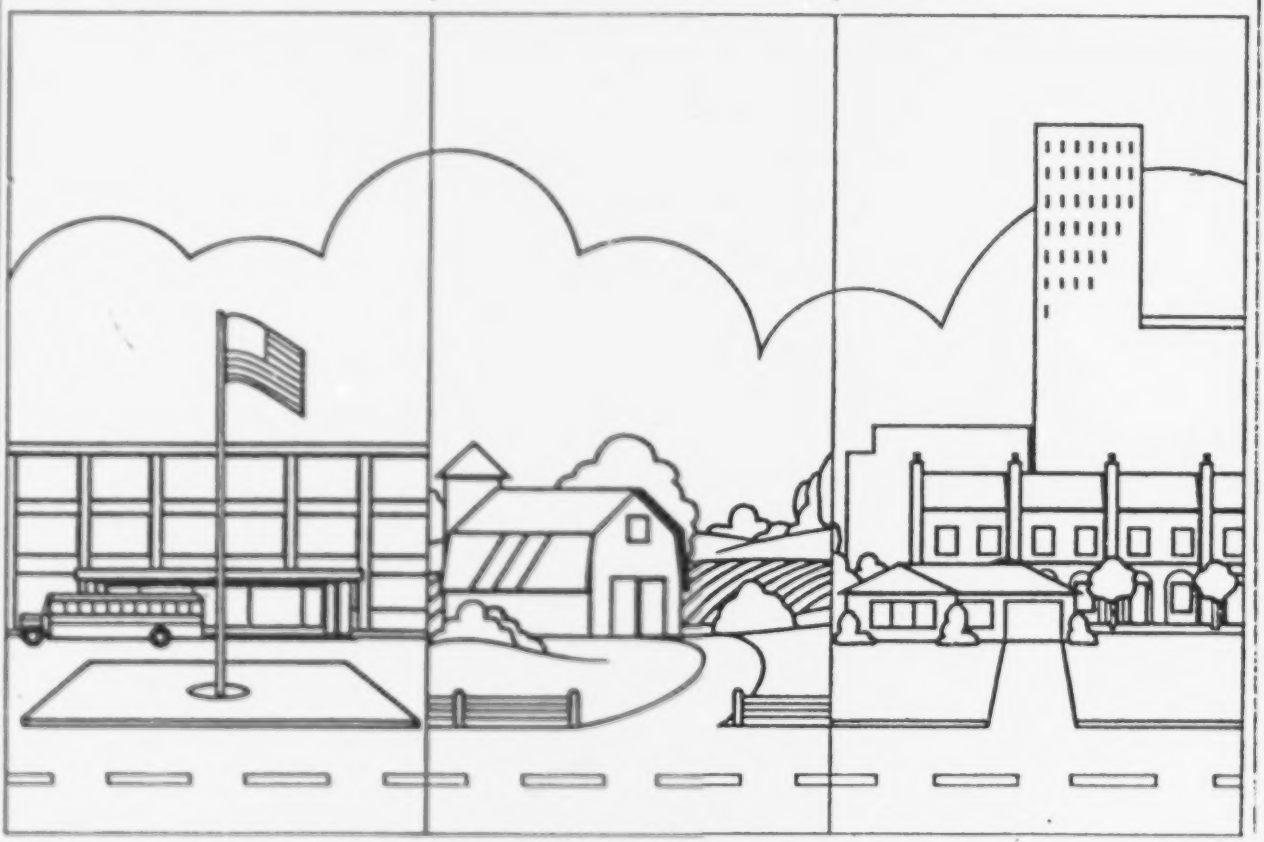

RC016897

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149F

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE V: RESOURCES

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These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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The National Center for Research in Vocational Education Grant No.: G007605052

Northern Michigan University Grant No.: G007605225

FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Resources," subsumes the ideas and techniques embodied in three handbooks of the *Rural America Series*. A "hands-on" approach to training is emphasized so that participants come away with a practical knowledge of identifying, assessing and handling various kinds of resources. In conjunction with the other modules of the *Guide* a highly effective staff development program for career guidance and counseling in rural and small schools is provided.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

TABLE OF CONTENTS

FOREWORD iii

ACKNOWLEDGEMENTS vii

MODULE OVERVIEW V-1

FACILITATOR OUTLINE V-5

- "How About Resources" V-5
- Career Guidance Resources V-9
- Desk Reference V-13
- "Pulling It Together" (Summary) V-15

LISTING OF PARTICIPANT MATERIALS V-17

LISTING OF TRANSPARENCY MASTERS V-23

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MODULE V: RESOURCES

Module Overview

Instructional Time

Approximately 1½ hours

Module Description

To have an effective career guidance and counseling program, it is necessary to know and use pertinent resources. This module covers the contents of three *Rural America Series* handbooks that describe resources and present procedures for identifying and using resources—*Resource Assessment, Career Guidance Resources,* and *Desk Reference.*

Through a large group presentation, participants are provided information on why and how a local resource assessment is conducted. Participants then engage in an activity where a portion of the resource assessment procedure is simulated. After the presentation on assessing local resources is completed, there is a discussion of the two handbooks in the series that contain information on resources. From an overview of *Career Guidance Resources,* a handbook that contains abstracts on material resources, participants proceed to locate specific abstracts. *Desk Reference,* a collection of information often needed by counselors, is presented by having participants respond to hypothetical situations.

Note: To effectively use this module at least one copy of *Career Guidance Resources* and the *Desk Reference* must be available for every two participants.

Goals and Objectives

Participants will:

Goal 1 Gain a greater understanding of how to conduct a local resource assessment.

- Objective 1.1 Utilize procedures for collecting data on different types of local resources.
- Objective 1.2 Learn a technique for organizing and managing local resource information.

Goal 2 Become familiar with handbooks that provide information on material resources.

- Objective 2.1 Access information in *Career Guidance Resources.*
- Objective 2.2 Know of the types of items covered in the *Desk Reference.*

Agenda

10 min.	Introduction	Large Group Presentation	
30 min.	"How About Resources"	Large Group Presentation Individual Activities	p. V-5
30 min.	Career Guidance Resources	Large Group Activity	p. V-9
15 min.	Desk Reference	Large Group Activity	p. V-13
10 min.	"Pulling It Together"	Large Group Presentation	p. V-15

Module Evaluation

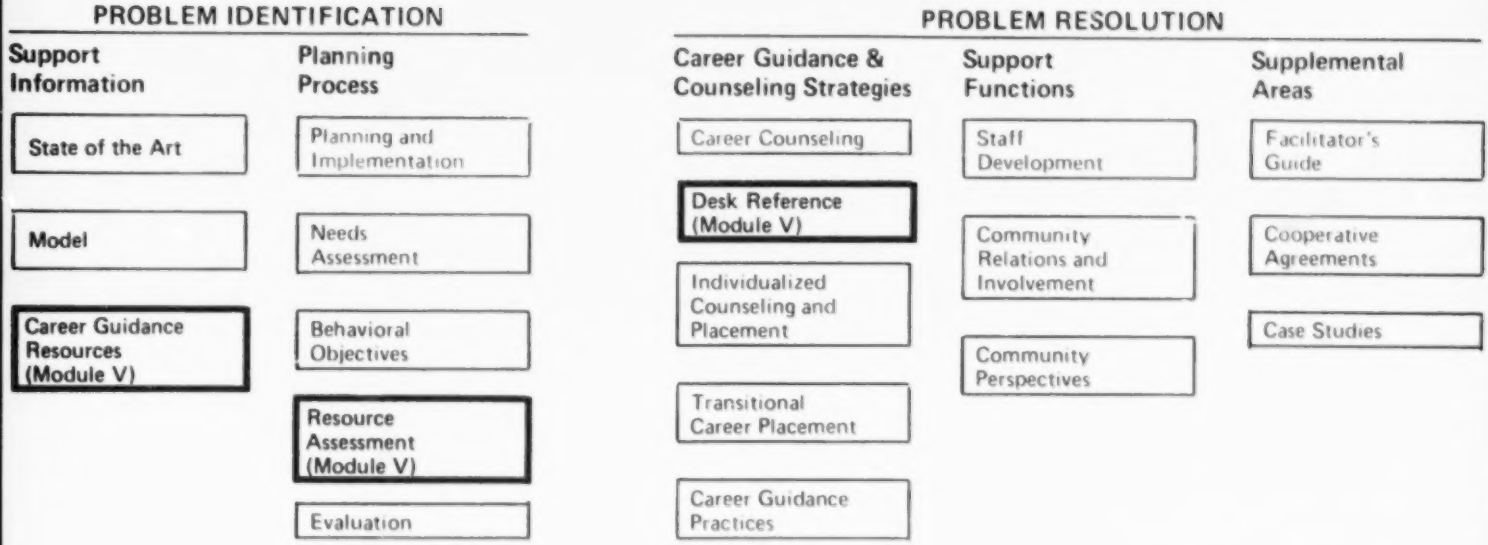
There are numerous points in the module where evaluation can take place. After the discussion of resource assessment, a short quiz may be developed and administered to determine how well participants understand the concept. During the activities with *Career Guidance Resources* and *Desk Reference*, the ability of the participants to use the handbooks should be observed.

If the module is used independently of other modules in this set, then the module-specific questionnaire in the participant materials may be administered. If the module is part of an extended (multiple day) workshop, the use of the overall workshop questionnaire (see Appendix A) is recommended instead of the module-specific questionnaire.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



The above chart shows the relationships of the handbooks in the *Rural America Series.* This module presents three handbooks that describe resources. *Career Guidance Resources,* shown under Support Information, provides abstracts of material and program resources. The *Resource Assessment* handbook depicts a major step in the planning process. *Desk Reference* contains ideas that relate to program implementation and handy, desk-top answers to career guidance questions presently asked of counselors.

ACTIVITY TITLE:

"How About Resources"

DURATION:

30 minutes

FACILITATOR OUTLINE	NOTES

A. Lead into the module by asking participants two questions:

Ask participants (all if the group is small, a subset if the group is large) what their hobbies are and if they are willing to share them with students. Indicate that their willingness to share makes them a valuable human resource for the career guidance program and one that is often not used. (This gets participants thinking of how school staff can be involved in the career guidance program.)

Ask participants if they have conducted a local resource assessment in the last three years. If anyone responds yes, ask them to briefly explain the process used. (This gets participants thinking about the process involved in conducting a local resource assessment.)

B. "Why Conduct a Resource Assessment?"—Rationale for why knowledge of currently available resources, especially local resources, is vital.

1. By being aware of and using local resources, the rural school, which tends to have limited resources, is able to provide its students with greater experiences.

2. Up-to-date occupational information is needed to keep students abreast of the world of work.

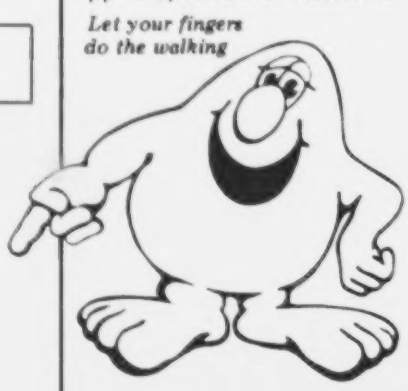
3. Use of resources helps make the curriculum become more alive.

C. "When Do You Conduct a Resource Assessment?"

Show the transparency "Planning and Implementation Cycle," p. V-24.

1. Explain that resource assessment fits into the planning and implementation cycle after writing behavioral objectives. According to the cycle, after you have written the behavioral objectives you need to determine what resources are required for implementing those objectives.

FACILITATOR OUTLINE	NOTES
• For example, you may want a film or filmstrip on awareness of sex stereotyping to accomplish the objective, "Students will list at least five careers which people stereotypically think of as for women only."	
2. Indicate that the initial identification of resources can take place anytime after the start of the program. However, the selection of resources for *actual* use does not take place until after behavioral objectives have been written.	
D. **"A Resource Assessment Can Be Conducted With Limited Time and Money."**	
1. The more people that are involved in the process, the less time each person will need to spend.	
2. Through the involvement of students and community volunteers the cost of conducting the assessment is lowered.	
E. **"What Are Types of Resources?"**	pp. 1-2, *Resource Assessment*
Show the transparency "Types of Resources," p. V-25.	
1. **Material resources** are printed matter, audiovisual aids, and manipulative objectives. Examples include: • school catalogs • wall charts • audiovisual kits • books	
2. **Human resources** include staff, students, parents, and other community members. • These individuals can, for example, present hobbies and skills, conduct field trips, and participate in career fairs.	
3. **Facilitative resources** include finances, equipment, supplies, and space.	
4. **Organizational resources** could be termed "organizational sources of resources" since through them other types of resources are identified. These include church groups, 4-H, Chamber of Commerce and so forth.	

FACILITATOR OUTLINE	NOTES
F. Steps of a Resource Assessment	
Show the transparency "Steps of a Resource Assessment," p. V-26. Mention that steps on the transparency will be discussed next.	
G. How Do You Identify Local Resources?	pp. 3-5, *Resource Assessment*
Ask participants to brainstorm different ways they can identify resources in their community.	
1. Reinforce the idea that there are various ways of identifying local resources. Such as: • personal knowledge • telephone directory • other directories • various local organizations	
2. Briefly mention that resources on the state and national levels such as state and federal agencies can be useful and also should be identified. (Some suggestions in this regard are identified in the *Resource Assessment* handbook.)	pp. 5-6, *Resource Assessment*
H. How Can You Collect Information on Resources?	pp. 6-21
1. Staff can collect data on material resources and human resources (themselves and their students). • Example—they can ask students to provide information on the topics they would like to present to others.	
2. Students can collect information from their parents. High school students can obtain information from area business and industry and other community members.	
3. The handbook, *Resource Assessment*, contains numerous forms for collecting resource data.	
To get participants familiar with forms have them complete the handout, "Staff Personal Data Survey," p. V-18.	

FACILITATOR OUTLINE	NOTES
I. Organization of Resources.	pp. 21-24
1. The information gathered on resources needs to be put in an organized, usable form. A suggested cataloging system is presented in *Resource Assessment.*	
2. Data is categorized in the catalog by the types of resource—material, human, organizational, facilitative.	
3. Information from the data collection forms needs to be transferred onto a catalog sheet so the presentation of information is uniform.	
Use the transparency "Resource Catalog Sheet," p. V-27 and transfer data from a participant's "Staff Personal Data Survey" onto it.	p. 49
J. Systematic Management	pp. 25-28
1. If the catalog and the resources are to be used, it is critical to have a management system.	
2. There needs to be an easy way to acquire a resource and report on its use.	
3. An updating procedure needs to be set up and used to keep the catalog current. A resource bank is not usable if it is outdated.	
4. Suggest to participants that they develop their own local methods for cataloging resources.	
K. Resource Assessment Recap	
1. Reinforce the steps of a resource assessment.	
2. Ask participants to complete the handout, "Assessing Resources," p. V-19.	
This handout can be used as an evaluation tool to determine how well participants understand concepts presented.	

ACTIVITY TITLE:

"Career Guidance Resources"

DURATION:

30 minutes

FACILITATOR OUTLINE	NOTES
A. The Creation of *Career Guidance Resources*	pp. 1-2, *Career Guidance Resources*
1. The purpose of the handbook is to provide individuals who are involved with starting, renewing, or expanding a career guidance program with information about valuable materials resources.	
2. The 700 resources described in this handbook can help school personnel meet behavioral and program objectives.	
3. The handbook was developed by contacting over 250 individuals in the 50 state departments of education. These persons were: • Directors of Guidance • Directors of Vocational Education • Directors of Career Education • Directors of Research Coordinating Units (RCUs)	
4. Each person was requested to provide the names of 10 rural schools in their state that were conducting career education/guidance programs. This approach resulted in a list of 202 rural schools that were in turn contacted. The descriptions of many of their programs are reflected in the handbooks.	
5. Three hundred fifty commercial publishers were contacted and asked to provide information on career guidance related materials that cost less than $75.	
6. The materials in this handbook were accepted as usable in rural schools by handbook developers.	
B. Organization of *Career Guidance Resources*	pp. 2-8
1. The handbook is organized for easy access of the abstracts.	
Instruct participants to turn to pages 9-28 of *Career Guidance Resources.*	

FACILITATOR OUTLINE	NOTES
2. Chapter 1, Abstracts Index, is divided according to the components of a career guidance program and is cross referenced. Briefly describe the organization of the index. • Example, on pages 11-12, under I. Career Guidance Domains—Self and Interpersonal Relations, the identification codes for all items that have some relation to the topics of self and interpersonal relations are listed. This index is cross referenced to allow you to identify items that relate to self and interpersonal relations and other career guidance concepts (e.g., abstract a-1 relates to both grades K-14 and career guidance practices along with its main emphasis—self and interpersonal relations.) • All of the career guidance and counseling components are listed in this chapter. Ask participants to turn to page 33 of *Career Guidance Resources.* 3. Chapter 2 contains the abstracts referred to in the "Abstract Index." Explain the identifying code and the codified chart. • Each abstract has a unique identifying code. The *letter* portion of the code indicates the area to which the abstracts most closely relates. For example a = self and interpersonal relations, f = resource assessment. • Beneath each abstract a codified chart identifies all areas to which the abstract relates. With this chart, one can see at a glance what other concepts and grade levels the materials relate to. Refer participants to pages 2-8 for a detailed description of the chart. • After a brief overview of the chart, refer participants to a-1, page 33, and indicate: that it is an audiovisual that can be used with students in grades K-4; that it relates to all three career development domains; and that it is a career guidance practice. Have participants turn to page 240 of *Career Guidance Resources.*	See p. 2, *Career Guidance Resources*, for a complete description of the letter codes.

FACILITATOR OUTLINE	NOTES

4. Chapter III contains abstracts of approximately 60 selected career guidance programs in rural schools. Each program abstract contains the program title and description and the name and address of a contact person.

Have participants turn to page 301 of *Career Guidance Resources.*

5. Appendix A provides an alphabetical listing of all publishers referenced in Chapter II.

   - This is the only place where the full name and address of each publisher is listed. The identifying numbers for the publishers' abstracts are also provided.

Ask participants to turn to page 313 of *Career Guidance Resources.*

6. Appendix B is an alphabetical listing of abstracts by title with the appropriate abstract number included. It can be used when you know the title of a particular resource.

C. Provide participants a hands-on experience with *Career Guidance Resources* by having them locate abstracts in the handbook.

Provide a small prize (such as candy or gum) for those who identify correct answers first. This token both rewards participants and acts as an incentive for continued involvement.

Ask participants to locate:

1. An abstract that has as its main focus Self and Interpersonal Relations but also relates to evaluation.

   Answer: Page 11 of the Abstract Index, contains the codes for resources that relate to Self and Interpersonal Relations. On this page, Evaluation is listed as a subcategory. Here you can determine that a-11 is the only evaluation-related abstract that focuses mainly on self and interpersonal relations. The other abstract codes listed under evaluation have primary focus in other areas. By turning to Chapter II you know that a-11 is on page 36.

FACILITATOR OUTLINE	NOTES

2. An abstract that describes a program entitled "Career Opportunities Program."

   Answer: Chapter III contains an alphabetical listing of career development programs. Therefore, the above mentioned program is described in this chapter on page 263.

3. An abstract that describes the book entitled: *Why Am I Afraid to Tell You Who I Am?*

   Answer: By using Appendix B and looking up the title, you can determine that the abstract is a-46. The abstract is found in Chapter II on page 48.

4. Where *Why Am I Afraid to Tell You Who I Am?* can be purchased—the publisher's address.

   Answer: On the top line of the abstract, Argus Communications is identified as the publisher. By looking on page 301, you find the address to be 7440 Natchez, Niles, Illinois.

5. An abstract of *Women in Industry*.

   Answer: Through using Appendix B, you can identify the abstract number as p-14. This abstract is found on page 224.

6. Abstract of an item published by Random House.

   Answer: By looking under Random House in Appendix A, you can see that abstract c31 is published by them. This abstract is on page 87.

If you are short of time, the following activity can be substituted in place of B and C. Have participants read through the introduction of *Career Guidance Resources*, pages 1-8, and then find 10 abstracts of materials that interest them. Participants then can discuss some of the items they found.

ACTIVITY TITLE:

"Desk Reference"

DURATION:

15 minutes

FACILITATOR OUTLINE	NOTES

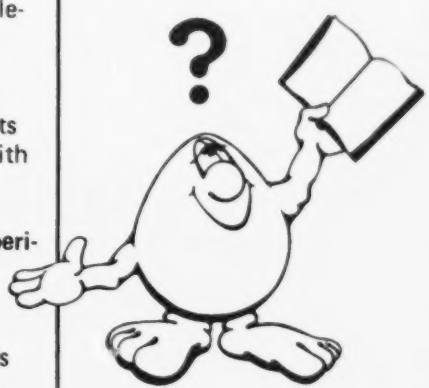
Participants need copies of *Desk Reference* to complete this activity.

A. Purpose of *Desk Reference*.

1. Explain that this handbook was developed as a companion volume to *Career Counseling in the Rural School* and *Transitional Placement in the Rural School*. It provides information that supplements the presentations in the other two handbooks.

   - It offers suggested guides, aids, and sources of supplementary information.

2. Mention that the handbook is divided into nine major sections. Allow a couple of minutes for the participants to look through the handbook and become familiar with it.



B. Hypothetical situations—So participants can have some experience using *Desk Reference*, present the following hypothetical situations:

1. Joe is a 10th grade student who wants to know what is involved in being a motel manager—what would he do on the job, how much money would he make, how would he locate a job? He comes to you—his counselor.

   Where in the handbook would you find information that would assist you in finding answers for Joe?

   Answer: Chapters 3 and 4 both provide detailed information on how to use the D.O.T. and the *Occupational Outlook Handbook*. With this information you could use both documents and find answers to Joe's questions.

2. Lynn is a senior in Green Valley High School and has been going out on job interviews in the surrounding area. On one of her first contacts, they asked her for a resume. She was confused since she had not heard of a resume before. She comes to you, her counselor, and asks what a resume is and how to get one.

FACILITATOR OUTLINE	NOTES

Where in the *Desk Reference* would you find information to answer Lynn's concern?

Answer: On page 28 of Chapter 2, there are guidelines on identifying, evaluating and collecting resources, along with abstracts of the materials. Some of these documents cover the topic of resume writing. Also, on page 147 there is an activity on preparing a resume.

3. Gene is a teacher who read a brief article on career resource centers. He comes to you, the counselor in his school, and wants to discuss setting up such a center in the school. He wants to know what would be contained in the center, who would use it, and where it would be located.

   What portion of the handbook would assist you in talking about starting a career resource center in your school?

   Answer: Chapter 1, pages 3-7, provides ideas to get you thinking about a career resource center.

4. Jan is a new counselor at Green Valley High School. When she walks into the small counseling office, she finds boxes of books, pamphlets, directories, and brochures from floor to ceiling. There are also films and posters scattered throughout. She has a copy of the *Rural America Series* and is familiar with the *Desk Reference.*

   Where might she go in the *Desk Reference* to decide upon a filing system?

   Answer: Chapter 5, pages 63, provides information in reviewing, selecting, and establishing an appropriate filing system.

C. Refer to the fact that Chapters 7 through 9 provide information and forms for cumulative record-keeping and sample materials and activities for career awareness, decision-making and placement.

ACTIVITY TITLE: "Pulling It Together" (Summary)

DURATION: 10 minutes

FACILITATOR OUTLINE	NOTES
A. Recap how the three handbooks just discussed relate to resources. 1. *Resource Assessment* provides information on how to conduct a resource assessment in the local community. (To find out what is out there.) 2. *Career Guidance Resources* provides information on materials resources that are available to those in a career guidance program. It also provides descriptions of career development programs in rural schools. 3. *Desk Reference* is to be used as a resource by individuals in a career guidance program. It contains guides, aids, and sources of supplementary information. **B. Show how these handbooks fit into the series.** Show the transparency "Rural America Series," p. V-28. 1. *Career Guidance Resources* provides support information for the career guidance program. 2. *Resource Assessment* is a part of the planning process. 3. *Desk Reference* contains various career guidance and counseling practices along with providing information on resources. **C. Conclude by stating that knowledge and use of resources are vital ingredients in the development and implementation of successful career guidance programs.**	

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Staff Personal Data Survey	V-18
Assessing Resources	V-19
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	V-20

STAFF PERSONAL DATA SURVEY

Name _____ School _____ School Phone Number _____

1. Is there a need to stay within your building? Yes ☐ No ☐

2. Please list on the table below your avocational interests and fields of study outside of your teaching field. For each item listed, complete the appropriate information.

Skills and interests (describe)	Are you able to participate as a human resource		Indicate grade level with which you could work						Indicate space required	Indicate size of group with which you could work	Indicate time limits
	Yes	No	K-3	4-6	7-9	10-12	13-14	All			

ASSESSING RESOURCES

1. Has your school district completed a local resource assessment similar to the one described during the past two years?

   Yes ☐ Answer questions 2 and 3 if your response to 1 was yes.

   No ☐ Answer question 4 if your response to 1 was no.

2. Explain how your procedures related to those described in the presentation.

3. What portions of a local resource assessment, as described, are missing from what has been done in your district?

4. How do you envision your district conducting a local resource assessment similar to the one described?

RURAL AMERICA SERIES

Module Questionnaire: Resources

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understandings of the role resources play in a career guidance program.	
1	2	3	4	Developed skills in identifying local resources.	
1	2	3	4	Developed skills in organizing and managing local resources.	
1	2	3	4	Increased understandings of how to use the three handbooks in the *Rural America Series* that deal with resources.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

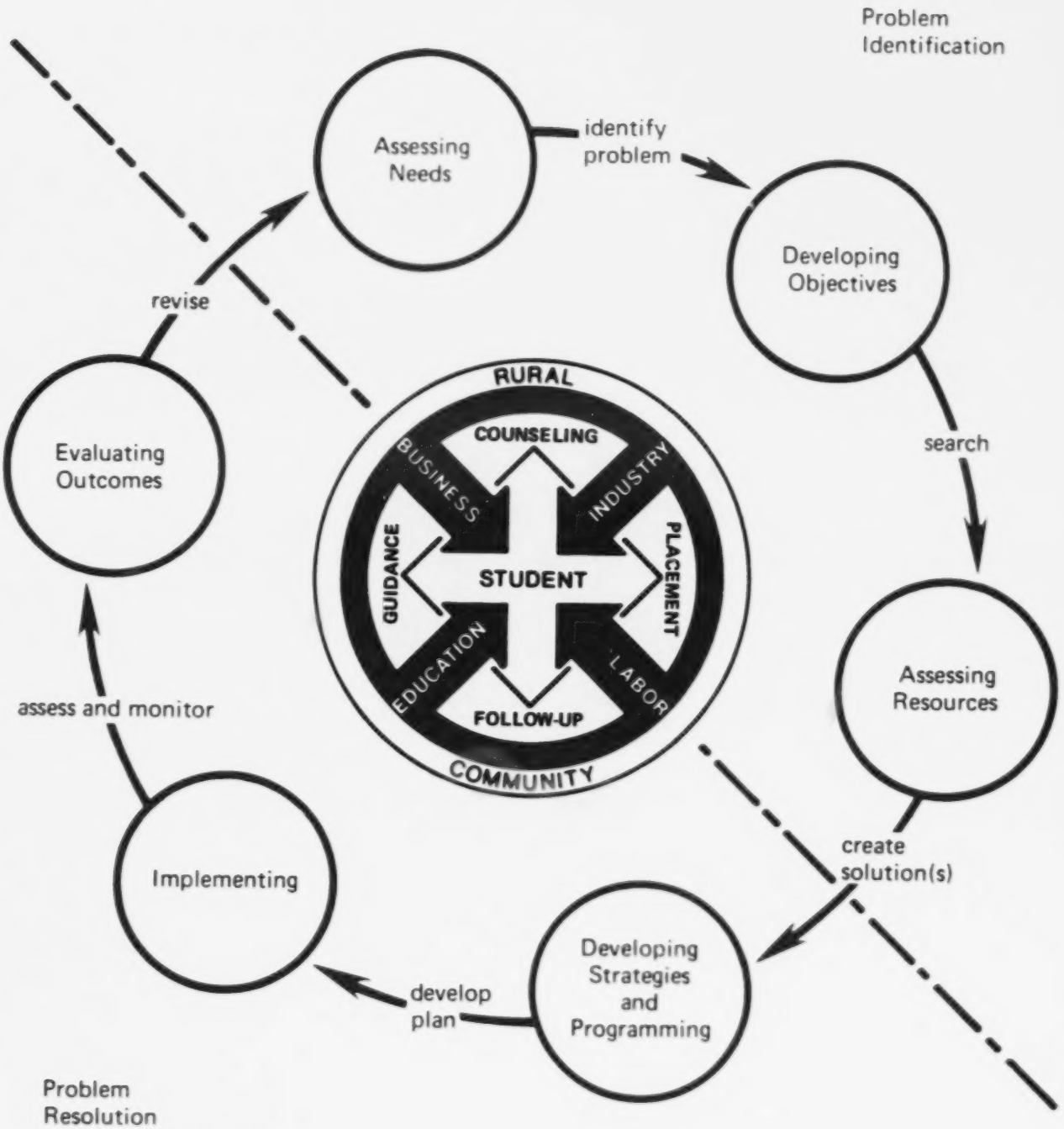
4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Planning and Implementation Cycle	V-24
Types of Resources	V-25
Steps of a Resource Assessment	V-26
Resource Catalog Sheet	V-27
Rural America Series	V-28

Planning-Implementation Cycle



Types of Resources

1. **Material resources** convey their information through the printed word, audiovisuals, and manipulative objects.

2. **Human resources** include staff, students, parents, and other community members.

3. **Facilitative resources** are equipment, finances, supplies, and space needed to develop a program.

4. **Organizational resources** are sources of other types of resources.

Steps of a Resource Assessment

I. IDENTIFICATION OF RESOURCES

II. CONSTRUCTION OF RESOURCE CATALOG

III. MANAGEMENT OF RESOURCES

Resource Catalog Sheet

Target Population: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Type of Resource:

☐ Material

- ☐ Self & Interpersonal Relations
- ☐ Career Planning & Decision Making
- ☐ Life Roles
- ☐ Unassigned

☐ Human

- ☐ Student
- ☐ Staff Member
- ☐ Parent
- ☐ Community Member

☐ Organizational

- ☐ Social & Service
- ☐ Educational
- ☐ Religious
- ☐ Governmental
- ☐ Business & Industry

☐ Facilitative

- ☐ Equipment
- ☐ Space
- ☐ Finances
- ☐ Supplies

Contact Person _____
Title _____
Address _____
_____
Phone Number _____
Birth Date (students only) _____

SPECIFICATIONS:

Space _____
Group Size _____
Time Limits _____
Costs _____
Equipment Needed _____
_____
Times Available _____
Resource Available Only in _____
_____ School

Amount of Time to Obtain Resource:

- ☐ Immediate
- ☐ One Week
- ☐ One Month
- ☐ Varies

Description: _____

_____

_____

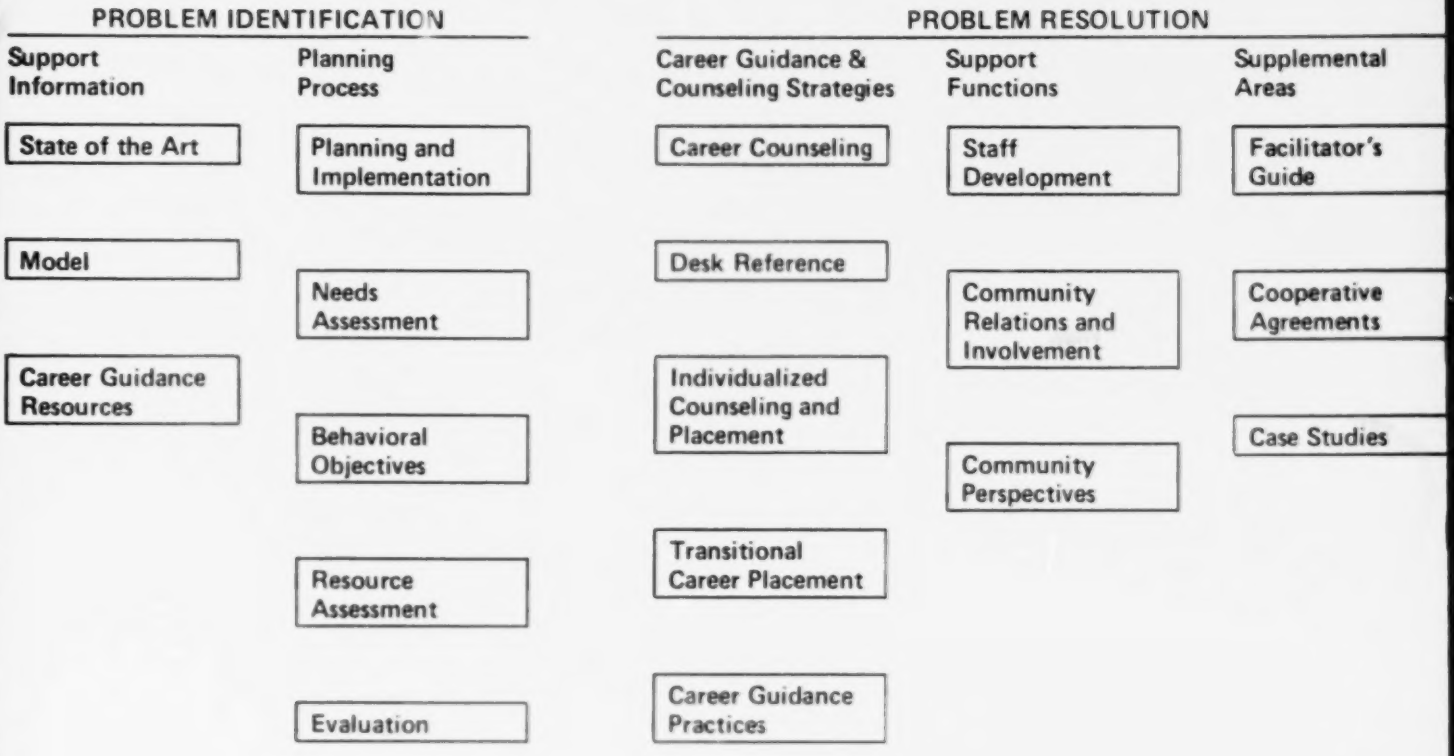
_____

_____

_____

_____

THE RURAL AMERICA SERIES (HANDBOOKS)



SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

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